Missouri Assessment Program-Alternate

Teaching Resource Guide

Department of Elementary and Secondary Education
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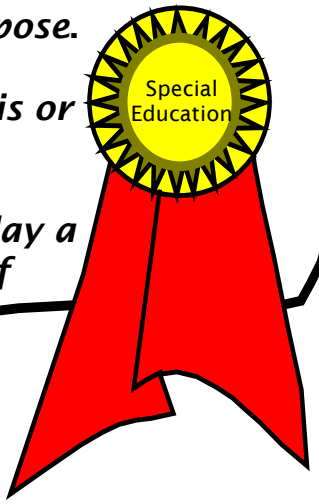
Beliefs

1. *All children can learn.*
2. *All learning can be measured.*
3. *Everyone has the right to be treated with dignity and respect.*
4. *Educators have the ability to influence community attitudes regarding people with disabilities.*
5. *All skills, teaching materials, and instructional settings must be consistent with the student's chronological age, and functional to the settings outside of school.*
6. *Everyone has something to communicate.*
7. *All behavior serves a purpose.*
8. *A person is more than his or her disability.*
9. *Parents and educators play a critical role in the lives of children.*



What We Know About How Students with Disabilities Learn

1. Best practices reflect function, age-appropriate instruction with active student participation in the home, school, and community.

    A. IEP goals should target skills that emphasize decision-making, choice, communication, and switch activation to promote active participation by all students.

2. A student must make a five percent gain in performance every two weeks to attain a goal by the end of the IEP.
    A. When teachers use a standard method of graphing data, the time required for data review is reduced. When that data is evaluated to determine the effectiveness of teaching, instructional changes can be identified to improve student performance.

3. A student's learning rate increases when instruction occurs in heterogeneous groups of three to four students.

4. Skill generalization must be taught. It cannot be assumed the student will perform at the same level of accuracy in different environments and for different people.

5. When a student receives only individual instruction, prompt dependency will occur. Reliance upon the adult to respond will develop, rather than fluency and generalization.

References:

Browder, D., Demchak, M., Heller, M., King, D. (1989) An In Vivo Evaluation of the Use of Data-Based Rules to Guide Instructional Decisions. *The Journal for the Association for Persons with Severe Handicaps* 14(3) 234-240.

Downing, J. (1988). Active Versus Passive Programming: A Critique of IEP Objectives for Students with the Most Severe Disabilities. *University of Arizona* p. 197-201.

Oliver. P. (1983). Effects of Teaching Different Tasks in Group Versus Individual Training Formats with Severely Handicapped Individuals, *The Journal for the Association for Persons with Severe Handicaps,* 9(3).

Reto & Favell. (1984). Group Instruction with Persons Who Have Severe Disabilities: A Critical Review. *The Journal for the Association for Person with Severe Handicaps*, Vol. 9.

Determining Educational Priorities

Generate a list of potential skills, and then rank the skills according to the priorities below.

Parental Preference and Input
- 🕮 Understand the home routine
- 🕮 Identify the importance to the parent
- 🕮 Identify what frustrates the parents the most.
- 🕮 Identify where the family goes with the student
- 🕮 Identify what they have to do for their child
- 🕮 Identify the future visions for their child

Student Preference
- 🕮 Determine if the student enjoys performing the skill
- 🕮 Identify the student's strengths to build upon

Staff Preference
- 🕮 Determine if the skill is functional, meaningful and age-appropriate
- 🕮 Identify the importance to the staff

Frequency of Occurrence
- 🕮 Identify the number of times an activity is required to be performed
- 🕮 Identify the number of environments that require the performance of the skill

Safety Concerns
- 🕮 Identify the potential dangers that exist for the student
- 🕮 Identify the "worst case" scenario if the skill is not taught

Social Significance
- 🕮 Identify the extent to which a skill will promote a student's social acceptance
- 🕮 Determine if the acquisition of the skill will make the student appear less "disabled"

Identifying Educational Priorities

Student:	Age:
Teacher:	School Year:

Give each skill a ranking between 1 (lowest) and 3 (highest) for each category.

Skills circled are IEP goals.	PREFERENCES			FREQUENCY Of OCCURRENCE	SIGNIFICANCE		TOTAL
SKILLS	PARENT	STUDENT	STAFF		Safety	Social	

Identifying Educational Priorities

Student: Icana Learn	Age: 17
Teacher: Ima Good	School Year: 1999-2000

Give each skill a ranking between 1 (lowest) and 3 (highest) for each category.

Skills circled are IEP goals.	PREFERENCES			FREQUENCY Of OCCURRENCE	SIGNIFICANCE		TOTAL
SKILLS	PARENT	STUDENT	STAFF		Safety	Social	
Decrease aggression	3	3	3	2	3	3	17
Ontask	3	2	3	3	1	1	13
Inseat	2	1	3	2	1	2	11
Puts on pullover shirt	3	1	2	3	1	1	11
Toileting	2	1	3	3	2	1	12
Eating rate/amount	3	1	3	3	3	3	16
Choice making	2	1	2	2	3	3	12
Follows visual schedule	1	2	3	1	1	1	09
Object/picture identification	1	3	3	1	2	1	11
Operates a walkman	2	1	2	2	1	1	09
Uses an escalator	3	2	2	2	2	3	14
Walks distances w/o sitting	3	1	3	3	3	3	16
Puts food in containers	3	1	1	2	1	1	09
Uses a vending machine	1	3	1	2	1	2	10

Writing IEP Goals and Objectives

Goal and Objective
Stipulate the specific skill the student will learn by the end of the IEP (one year).

Criteria
Defines how much, and how often, the skill must be performed to demonstrate goal or objective achievement.

Stranger Test
Goals are written so someone who did not write the goal could use it to develop an appropriate teaching lesson and assess student progress. A stranger would know exactly what to teach.

Four Essential Characteristics Of A Well Written Goal

Functional	⟷	A meaningful skill that is current to the student's present and future environments.
Attainable	⟷	It is reasonable to believe the skill can be achieved by the end of the IEP.
Measurable	⟷	The skill is observable and data can be collected to reflect accurate student performance.
Evaluated	⟷	Student performance data is evaluated, at least monthly, to determine the effectiveness of the student's educational progress.

Example of IEP Goals and Objectives

Same skill written different way

Goal: **Remain on task, without adult supervision, to the completion of the activity.**
Method of Evaluation: 100% of the time, as measured by data collection.

1-1 Will be able to redirect attention back to the work assignment.
Method of Evaluation: Within 1 minute, by the end of the first quarter.

1-2 Will begin working on a task within 15 seconds of presentation.
Method of Evaluation: Method of Evaluation: For 10 consecutive days by the end of the second quarter.

1-3 Will work without disturbing others for the completion of the task.
Method of Evaluation: For 4 weeks by the end of the third quarter.

Goal: **Complete work assignments within the established time period.**
Method of Evaluation: For 3 weeks days as measured by data collection.

1-1 Will self-correct tasks.
Method of Evaluation: With 90% accuracy by second quarter

1-2 Will complete task and begin a new task.
Method of Evaluation: 100% of the third quarter

1-3 Will seek adult assistance when unsure how to correct an error.
Method of Evaluation: 90% of the time by the end of the IEP implementation period.

Goal: **Will complete work assignments.**
Method of Evaluation: No more than three errors by the end of the first quarter.

1-1 Will start activity on command or cue.
Method of Evaluation: Within 10 seconds, by the end of the first quarter.

1-2 Will retrieve and put task away.
Method of Evaluation: At least 4 of 5 tasks by the end of the IEP implementation date.

1-3 Will remain on-task to the completion of the task.
Method of Evaluation: For 4 of 5 opportunities by the end of the third quarter.

1-4 Will follow a visual work schedule.
Method of Evaluation: 100% accuracy by the end of the fourth quarter.

Benchmarks written with associated skills

Goal **The student will perform a task to completion without adult supervision or prompting.**
Method of Evaluation: 4 out of 5-work demand as measured by data collection.

1-1 The student will seek help with a task when problems/questions arise.
Method of Evaluation: One verbal prompt, on two of three opportunities as measured by data collection.

1-2 The student will initiate a task within three seconds.
Method of Evaluation: On first attempt, as measured by data collection.

1-3 With others working on either side, the student will complete the task while in a noisy environment.
Method of Evaluation: 2 of 3 tasks, as measured by data collection.

Benchmarks written in a hierarchy

Goal: The student will make purchases under $10 by using only one-dollar bills.
Method of Evaluation: 95% accuracy, for four weeks.

1-1 The student will make a selection for purchase under $10.
Method of Evaluation: 95% accuracy for 8 out of 10 days.

1-2 The student will count out 1 to 10 dollars upon request.
Method of Evaluation: 70% accuracy by the end of the first quarter.

1-2 The student will round up to the next dollar to cover the amount for change in the purchase price on the first attempt by the end of the IEP implementation period.

Goal: The student will visually choose between three items.
Method of Evaluation: 2 of 3 opportunities as measured by data collection.

1-1 The student will visually track slow moving objects at eye level.
Method of Evaluation: 3 of 4 opportunities, for 4 out of 5 days.

1-2 The student will look at one object, then another, when both are presented in the field of vision.
Method of Evaluation: 4 of 5 days for 4 out of 5 days.

1-3 The student will sustain a visual focus on an objective for 5 seconds to indicate a choice between three items.
Method of Evaluation: 100% accuracy for 2 out of five days

Goal: The student will match an object to a line drawing.
Method of Evaluation: 100% accuracy, the end of the fourth quarter.

1-1 The student will match three-dimensional object to an identical three-dimensional object.
Method of Evaluation: 2 or 3 opportunities by the end of the first quarter.

1-2 The student will match three-dimensional object to the actual photograph of the object.
Method of Evaluation: 80% accuracy by the end of the second quarter.

1-3 The student will match similar objects to a to a photograph representing common factors.
Method of Evaluation: 80% accuracy by the end of the third quarter.

A CASE FOR TEACHING FUNCTIONAL SKILLS

My other brother Daryl
18 years old, TMH (30-40 IQ)
Been in school 12 years
Never been served in any setting other than elementary school.
He has had a number of years of "Individual Instruction"
He has learned to do a lot of things!

Daryl can now do lots of things he couldn't do before!

He can put 100 pegs in a board in less than 10 minutes while in his seat with 95 percent accuracy.

But, he can't put quarters in vending machines.

Upon command, he can "touch" nose, shoulder, leg, foot, hair, and ear. He's still working on wrist, ankle, hips.

But, he can't blow his nose when needed.

He can now do a 12-piece Big Bird puzzle with 100 percent accuracy and color an Easter Bunny and stay in the lines!

But, he prefers music, but was never taught how to use a radio or record player.

He can now fold primary paper in halves and even quarters.

But, he can't fold his clothes.

He can sort blocks by color, up to 10 different colors!

But, he can't sort clothes; whites from colors for washing

He can roll Play Dough and make wonderful clay snakes!

But, he can't roll bread dough and cut out biscuits.

He can string beads in alternating colors & match it to a pattern on a DLM card!

But, he can't lace his shoes.

He can sign his ABC's and tell me names of all the letters of the alphabet when presented on a card in upper case with 80 percent accuracy.

But, he can't tell the men's room from the ladies' room when we go to McDonald's.

He can be told it's cloudy/rainy and take a black felt cloud and put it on the day of the week on an enlarged calendar (with assistance).

But, he still goes out in the rain without a raincoat or hat.

He can identify with 100 percent accuracy 100 different Peabody Picture Cards by pointing!

But, he can't order a hamburger by pointing to a picture or gesturing.

He can walk a balance beam frontwards, sideways and backwards!

But, he can't walk up the steps or bleachers unassisted in the gym to go to a basketball game.

He can count to 100 by rote memory!

But, he doesn't know how many dollars to pay the waitress for a $2.59 McDonald's coupon special.

He can put the cube in the box, under the box, beside the box and behind the box.

But, he can't find the trash bin in McDonald's and empty his trash into it.

He can sit in a circle with appropriate behavior and sing songs and play "Duck, Duck, Goose."

But, nobody else in his neighborhood his age seems to want to do that.

I guess he's just not ready yet.

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Determining Functional and Age Appropriate

1. Would a non-disabled peer this age perform this skill, or use this material?

2. Would the activity, or materials, draw negative attention to the disability, and lower others expectations of the student ability?

3. Will there be a high likelihood the skill, or activity, will be used frequently outside of the school environment.

Using more functional teaching activities

Activity	Change To
Time worksheets (dittos, workbooks)	1. Follow a student schedule. 2. Notifying class that it is time to ___. 3. Recognize the time for speech or PE. 4. Stop working when it is time to take a break and return to work at the specified time.
Reading Series	1. Read a TV Guide 2. Youth magazines 3. Bus scheduled 4. Assembly directions 5. Grocery list 6. Recipes
Tracing name on a piece of paper	1. Use a rubber name stamp 2. Sign lunch ticket 3. Sign in attendance 4. Print name on art work 5. Print name on a thank you note
Barney Puzzle	1. Never in a school setting (pre-school) 2. Home-made puzzles from family photo 3. Music or movie poster puzzles 4. Large piece aquatic like puzzles

Activity	Change To
Rote Counting, blocks, chips, counter dittos, workbooks	1. Counting papers to pass out to the class 2. Counting objects for packaging 3. Counting students for attendance, lunch 4. Counting plates, utensils to set the table
Number flashcards, workbooks	1. Telling time 2. School bus numbers 3. Address 4. Phone numbers 5. TV Guide 6. Kitchen timer, microwave timer 7. Coupons, and grocery ads
Play money, workbooks, coin puzzles, wipe off-cards	1. Real money 2. Snack bar purchases 3. Off-campus purchasing 4. Using only one-dollar bills for purchases 5. Money cue cards

It cannot be assumed that students will learn skills incidentally from exposure to them. Nor can the assumption be made they will generalize the skill to difference activities. The same skill will need to be infused in a variety of activities.

Selection Of The Right Type Of Data Collection System

Collecting student performance data helps the teacher gain information. It is best used when a teacher wants to gain knowledge and desires to apply effective practice instructional strategies. Selecting the right form of data will make it easier for the teacher to know how to make the necessary instructional changes. There is no reason to collect data unless it will be used to make instructional changes to increase student achievement. It is important to remember that levels of assistance, or prompts, are not a form of data collection. They are a method of instruction and used as instructional steps toward correct independent responding. They are used when the student does not understand part of the task or makes no response.

Baseline Data--data collected on student performance prior to teaching the skill. It must be collected to determine where to begin teaching and the degree of student achievement. Effective practice strategies include frequent evaluation of student performance data to make data based instructional decisions. The teacher uses data to determine when to make instructional revisions, and when a criterion has been met for mastery.

Learning, as measured by data, should be evident in several weeks or less, regardless of the severity of the disability.

Student progress must be at least 5% every two weeks, to master the goal by the end of the IEP (one year).

If student progress is less than 1% every two weeks, mastery of the skill will take five years.

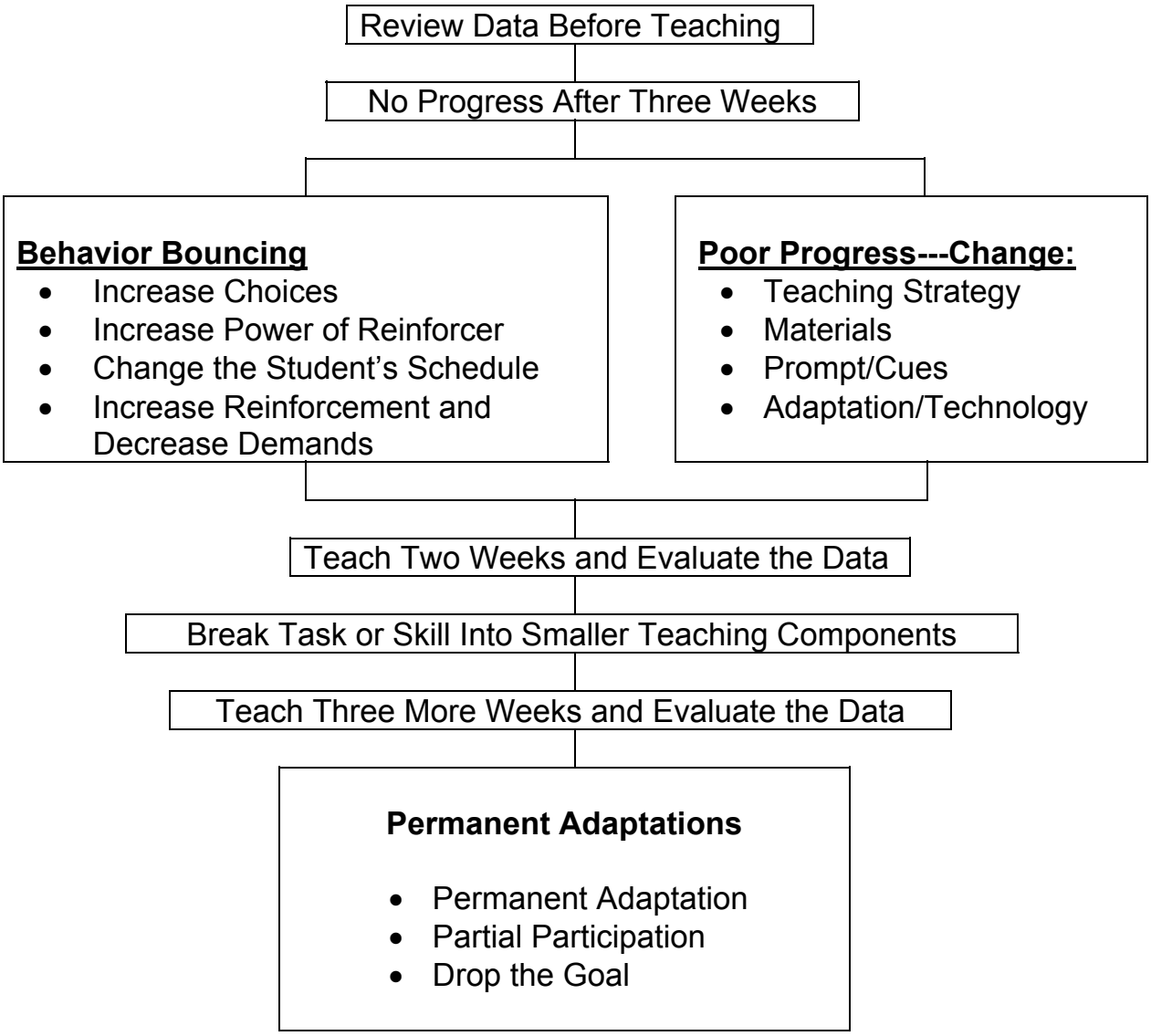
If a student has not made at least a 5% gain in performance every two weeks, consider changing the instructional:

- Strategy
- Materials
- Location
- Reinforcement
- Motivational level
- Frequency

Determining Which Type of Data to Reflect Performance

When to Use	Type of Data	How to Use	Associated Areas
The response is slow and you want to know how quickly the student responds.	Latency	Time from when the request to respond was made to when the student began to respond. It is not important for this type of data that the response is correct.	Task initiation Responding to questions Following commands Compliance Fluency building
The response is usually accurate and you want to know the percent corrects out of a possible total responses. Use when the number of possible varies from day to day.	Percent	Count the number of correct responses and divide that by the total number of responses possible.	Work papers Labeling objects Task analysis Academics Motor responses Task accuracy Testing
When you want to know the frequency, duration, or time of day a response occurs. This type of data provides a lot of information with little time spent recording data.	Plot Recording	Using a graphing grid, divide the day into 10-15 minute intervals. When the response occurs, shade in the box. When the response ends, shade in all the boxes for that time period. Blank boxes would indicate appropriate behavior occurred.	Challenging behavior Behavior assessment Toilet training Seizure activity Academics
Response is frequent and easy to observe, and you want to know an estimation of how often it occurs over a designated time period.	Time Sample	Set a standard unit of time (1-60 minutes). Only count the responses that occurred in that time period.	Number of corrects Self-stimulation Ontask/work rate Conversation Vocational
Response is short in duration or you want to know exactly how often a correct response occurred.	Frequency	Count the number of correct responses during the testing session.	Toilet training Self-care/feeding Communication Vocational training
Continuous or rapid behavior or when you want to know how long a response occurred.	Duration	Time when the response began and ended.	Out of seat/Inseat Seizure Play/interactions Behavior

Evaluating Data



Continue instruction if one correct response occurred in five days; or if the performance is at or better than the last two days

Move on to the next instructional step when performance criteria are met, the student can perform the skill fluently, and skill generalization has occurred.

Progress Towards The Goal

The following teaching strategies might be considered to improve student performance.

Basic Teaching Strategies to Improve Student Achievement

Errorless Learning

1. Plan a teaching situation so the student will not make an error.
2. Stop the student before an error is made. Preempt the student's response so the student responds correctly.
3. Provide the least amount of assistance to the student so a correct response is made, and only for a brief time to avoid prompt dependence for responding.
4. When the student is able to perform with 40% accuracy, gradually fade Error Correction.

Error Correction

1. Stop the student right away so the person knows an error occurred (preventing mistakes)
2. Return to the beginning of the task, and begin the sequence again.
3. Repeat and provide enough help so the student completes the step accurately.
4. As the student approaches the difficult step in future teaching sessions, provide the least amount of help to facilitate a correct response. Always repeat the whole sequence, so the student learns the whole correct response pattern.

Match-To-Sample

1. Present the sample and provide exact samples to match (fork—sort forks and spoons or match the student's name)
2. Gradually fade the exact sample match with similar items so the student generalizes the sample.
3. To fade this type of instructional cue, gradually change the sample so it is similar, rather than being the exact same. Then provide a variety of similar items to match to the sample.

Picture Cues

1. Provide representational, two-dimensional pictures that will be used to represent actual objects.
2. Place pictures in appropriate order for the student to follow.
3. Repeat the procedure until the student is able to complete portions of the task without using picture prompts, and gradually fade the use of the cues.

Visual Cues

1. Place possible responses in front of the student (limit responses).
2. Provide the correct response in bold print and/or highlight to draw attention to the correct response.
3. Repeat procedure until highlighted visual cue can be gradually fading the intensity or amount of the color cue.

Size Cues

1. Place possible responses in front of the student (limit responses).
2. The correct response is much larger than the other possible responses.
3. Gradually fade to positional cues and then fade this cue out gradually.

Positional Cue

1. Place the possible response in front of the student (limit responses).
2. Provide response that has the least amount of distracters as possible.
3. Place the correct response closer to the student.
4. Repeat the procedures until the positional cue can be faded, and until it is equal to the other response options.

Task Analysis

1. Beginning with an action verb, specify each step in the task.

2. Break the task down into small functional steps that are listed in sequential order. The size of the step is modified according to the student's functioning level.

3. Decide upon the teaching procedure to use in the task analysis.

    - Backwards chaining—most preferred. All steps in the task analysis are prompted, except the last step. Once the last step is acquired, all the steps are prompted until the last two steps, and so forth.

    - Forward Chaining—only the first step is taught. The student must perform the first step before the second step is taught. The rest of the steps are taught and prompted.

    - Total Task—all the steps are performed at the same time. Prompts are provided where needed. This is used when the student can perform many of the steps, or is close to skill acquisition.

    - Break Out—pulls the step the student has the most difficulty with out of the task analysis. This step is taught until skill acquisition occurs. Then the step is placed back in the task analysis.

Hierarchy of Prompts

This is a teaching method, not a form of data collection

Strongest

Assists

Fade

Out

Assist

Along

This

Continuum

Weakest

Physical Assistance

- Full assistance—the instructor moves the learner through the step by manipulating hands and fingers
- Partial assistance—the instructor guides the learner through the step by grasping the wrist

Gestural Assistance

- Mild partial assistance—the instructor gently taps the learner's hand towards the correct response
- Helpful assistance—the instructor gently taps the learner's hand towards the correct response
- Pointing—the instructor points directly to the correct response
- Partial pointing—the instructor points within an inch or so of the correct response
- General pointing—the instructor points in the general direction of the correct response
- Modeling—the instructor shows the student first how to perform the correct response

Verbal Cue

- Word cue—the instructor gives the learner one word to signal the correct response.
- Solving cue—the instructor verbally tells the learner to "try another way", or "try again"

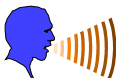
Within Stimulus Cue

- Full color or marker cue—a color or marker is placed within the step to cue the student to make the correct response
- Positional cue—the correct response is move slightly forward than the other options available. This cue is faded gradually until the correct response is positioned the same as the distracters.

All prompts must be faded as soon as possible to avoid the student becoming prompt dependent (prompt junkie).

Motivating Learning

Provide specific feedback about what was correct



- Be exact
- Speak with enthusiasm
- Speak of positive things
- Be enthusiastic in recognizing small steps of improvement

Make sure reinforcers are truly reinforcing for the student

- Make sure the student wants the reinforcer enough to earn it.
- Frequently use sensory reinforcers
- Use more than words and avoid food reinforcers
- Dramatically increase the power of the reinforcers and the frequency
- Vary the type of reinforcer daily

Vary Teaching Activities

- Change them daily, or at least weekly
- Make it meaningful to the student
- Set realistic expectations
- Vary teaching materials frequently
- Modify the work requirements (make it easier or harder)
- To improve compliance and on-task behaviors—increase reinforcement and decrease demands

Vary the Routine

- Change who is teaching the student
- Vary peer tutors
- Change the order of tasks
- Provide student choices of work requirements, amount of work, or location of classroom instruction

Instructional Adaptations

When teaching strategies have not resulted in clear student progress, these changes to instruction might be considered.

Adaptations

Miss Uses of Partial Participation

Passive → The student is present during the activity, but is not an active participant.

Myopic → The limited inclusion of a student's involvement in an acativity is based on the person's disabilities.

Piecemeal → Using partial participation only part of the time.
The student may participate in the activity, but not in a way that is functional or meaningful to the person.

Missed → The point of partial participation is missed altogether.

Materials

1. Color code
2. Color coded tape
3. Pictorial directions
4. Picture cues
5. Pictorial sequences
6. Verbal or receptive responding
7. Glue dots
8. Correct response if large in size
9. One dollar bills purchasing
10. Using only quarters for vending machines
11. Auditory or tactile cues
12. Change to manipulative responses
13. Break assignments into smaller learning steps
14. Laminated response cards
15. Reduce the number of concepts introduced
16. Highlight key points to learn
17. Increase the amount of time for completion

Skill Sequence

1. Rearrange the order for task completion
2. Provide pictures to demonstrate the required sequence
3. Teach only one sequence to follow and never vary
4. Selecting what to order ahead of time
5. Another person completes the part the student cannot
6. Following the actions of another person
7. Paying attention to natural cues in the environment

Prosthetic Aids

1. Hand out written assignments
2. Coin cue cards
3. Picture cue cards/ wallet cue cards
4. Show how new material relates to what learned
5. Avoid clutter and visual/auditory distracters
6. Rubber name stamp
7. State ID card
8. Tally counter
9. Calculator
10. Dycem, boating taction material
11. Jigs, claps, Velcro, elastic
12. Student schedules
13. Monitor the level of language used in teaching
14. Video tape how to perform the task

Rules

1. Alert student with phrases, "This is important"
2. Using a "pick a card" ticket passed to a student
3. Removing time requirements
4. Provide opportunities for movement in the room
5. Change the sequence

Personal Assistance

1. Teach the student to request/signal assistance
2. Peer tutor
3. Pairing students to complete one task
4. Take another person's arm for mobility
5. Have another person carry items
6. Have another person complete one portion of the task then let the student do the rest
7. Provide student with copy of lecture notes
8. Schedule time for cleaning desks, lockers, bags etc.

Technology

1. Therapeutic equipment
2. Switches
3. Augmentative communication devices
4. Splints
5. Computer assisted instruction
6. Use study carrels, block windows dim lights
7. Provide visual aides--charts, graphs, pictures

Curriculum Adaptation/Modification

Reading

1. Assign only portions of the assignment.
2. Read in pairs.
3. Highlight the important sections of reading assignments in the student's text with a magic marker. This will help the poor reader focus on the important concepts.
4. Color-code the section of the text and a picture to help the student make better use of the visual aid.
5. Tape record chapters with "organizers" at the beginning telling what the recording will be about, what the main points are, etc. Ask questions at the end of the chapter.
6. Summarize reading assignments on a ditto and hand out after discussing the assignment. These will be useful as study aids.
7. Ask able students to write chapter summaries or outlines for less able students in the class, for extra credit.
8. Ask a volunteer to read the text into a tape recorder for students with reading problems to use.

Math

1. Assign fewer problems. If there is pressure from other students, assign all students varying amounts of work (alternate problems, 1-15, another group 15-30, or random-numbered problems.
2. If neatness and organization on the page of written work is a problem, try having the student use graph paper to keep columns of figures straight.
3. To cut down on visual stimuli, have the student fold paper into lines, quarters, or halves, and work only what they can see until it is completed.
4. A tutor can prepare sheets with wider spacing and fewer problems per page.

5. If you know or suspect that a student has a problem with reversing symbols, color code his worksheets and text so that easily confused symbols are in different colors.
6. Underline clue words in story problems.

Social Studies and Science

1. In lab work, assign students with varying abilities in groups.
2. Base grades on actual science work rather than just on technical examinations
3. Extend the social sciences into the community. Relate history to older members of the community who can relate local history.

Art

1. Writing out the project steps on the chalkboard or on a ditto would be helpful, rather than just telling them.
2. Have an alternate, more simplified activity as an option for the more difficult assignments in art for any student.
3. Encourage special-needs students to try a lot of different projects to uncover hidden talents and develop hobbies in art.
4. Relate art activities to a variety of academic subjects. Share ideas with other teachers.

Physical Education

1. Give physical guidance in teaching motor activities.
2. Explain what should be done, how to do it, and why it should be done this way, as the student is being guided manually in the activity.
3. Modify requirements
4. Have students identify their own areas of strengths and weaknesses in physical development or sports. Have them contract with you to achieve realistic goals in their development in this area.
5. Provide an unwinding or relaxing activity at the end of very active class sessions.
6. Make provisions for team selection that don't allow an unpopular student to be made to feel unwanted.

Instructions

1. When speaking, lecturing, or reading aloud, try to speak at about 55 words per minute.
2. Break down and explain the steps in complex learning tasks.
3. Keep your vocabulary simple.
4. Relate new information to information learned previously
5. Tell the students what you expect them to know at the end of a class lecture, assignment, etc.
6. Ask students to repeat directions to you so that you can check their comprehension.
7. Give directions verbally as well as in writing.
8. Keep directions short and specific. Repeat them.

Worksheets

1. Clearly indicate a change in tasks on a worksheet or test by drawing a line or using some sort of symbol. This will alert students to a new set of instructions.
2. Make certain worksheets are typed or printed with good sized letters and double spacing. Avoid using worksheets with cursive writing or very small print.
3. Provide page numbers when students are completing assignments based on information in their textbooks.

Note-Taking During Class

1. Teach effective note-taking strategies.
2. Specifically mention that a point is important and should be written down and remembered.
3. Allow time to follow a lecture with questions to check comprehension.
4. Say aloud what you are writing on the board to reinforce learning through both the visual and auditory modes.
5. Outline a lecture so that students can see the main points in an organized fashion.
6. Make partially complete outline forms for the students to fill in during the course of a lecture.
7. Put notes on an overhead before or as you lecture.
8. The collaborating teacher could put important concepts from a lesson on note cards. These could be used to quickly review at the end of class. The note cards could be lent to students to help them study.

Miscellaneous

1. Monitor student's work closely to prevent learning errors or wrong ways of doing things that may be difficult to "unlearn".
2. Put hints or reminders on worksheets and tests.
3. Give students options on tests to choose what sections to take.
4. Instead of making a separate test for students with disabilities, put a symbol such as a star by the questions that you want them to answer.
5. Intersperse a variety of different types of activity into a class period to keep interest high. Develop independent, self-paced, self-checking activity packets for students to work on for a change of pace.
6. Seat students with learning problems close to the teacher to keep them on tasks and be less likely to become distracted.
7. Allow poor spellers to have a "secretary" to check their spelling.
8. Encourage students to use a loose-leaf notebook for each class. Suggest pocket folders inside for worksheets, tests, etc. Suggest a calendar page at the front of the notebook for listing daily assignments.
9. Provide group projects where both the very capable and the less capable students have specific jobs to do.
10. Incorporate strong incentives to make initial efforts on specific goals/activities for students who have difficulty with academics.

Choice Making

Including student choices throughout the instructional day motivates learning. Choice making skills must be taught and used throughout instruction. These strategies might be considered.

Teaching People To Make Choices

Level 1

Use an active/passive choice system with two options. The person gets a choice when passive (i.e., for doing nothing) and choice B when active (i.e., for doing something). Example: Fred is watching TV (option A). Mike comes into the room, holds up Fred's symbol for "going to the store" (a canvas shopping bag) and says, "Fred, do you want to go to the store with me?" (Option B). In order to get option A, Fred doesn't have to do anything; he can remain passive and just continue watching TV. In order to get to option B, Fred must DO something active--he could stand up, or reach for the bag, or put on his coat, etc.

Level 2

Use two-item active choices using real objects or object symbols in natural contexts. This does not require either yes/no or object labeling concepts. Tell the person what the options are and show the two objects or other symbols representing them. Ask, "What do you want?" Look for an indicator (of any type) that one option is preferred over the other and comply with the choice made. Or, ask, "Do you want the X..." Show the second items as well and finish, "...or the y?" Provide the item indicated.

Level 3

Use two-item choices using real objects or other symbols in natural contexts. This requires a yes/no concept but not object labeling. Tell the person what the options are and show the two objects or other symbols representing them. Show one option and ask, "Do you want the X? Pause and look for a "yes' response; comply if given. If the person gives a reject or "no" response, hold up a second option and ask, "Do you want the Y?" Continue until the person accepts an option.

Level 4

Use multiple option choices with invisible objects. Requires yes/no concept and object labeling concepts. Ask, "Do you want the x?" or "Do you want to go to the X?" etc., without the item or an object symbol of the item being present.

Problems and Solutions

The person makes a choice that is known to be incorrect.	Provide logical consequences for choices: don't second-guess. The first choice is the answer!
The person persists in making a choice that is later rejected.	Try spacing the two items closer together or farther apart, aligning the items vertically, or holding the item beyond the student's reach while asking the questions--then move them closer.
Multiple trials are provided for choice-	Do not use repeated trials, asking the person to making continue to make a choice over and over again is very confusing and frustrating!

Resource:
Mirenda, P. (1995). "What's Next?": Schedule and Choicemaking Interventions for Challenging Bheaviour, *TASH Conference, CBI Consultants*

Types of Choices

Work Tasks

- How much work to complete by a certain time
- How many tasks to complete by the end of the day
- The order of the work tasks
- Leisure activities
- Where to complete work task
- Who will be the peer tutor

Student schedules

- Student develops daily schedule
- Student selects certain activities in the schedule
- Student selects reinforcement activities

Communication

- When there is a need to take a break from instruction
- When to take a break from an adult or peer
- Options to signal a desire to terminate an activity
- Honoring student communication about emotions and immediate needs

Multiple Settings

It is difficult for students to generalize what they learn from one situation to another. To ensure the student can apply acquired skills outside of the classroom, off-campus instruction is necessary. When planning instruction in multiple settings, the following factors should be considered.

PHILOSOPHY OF OFF-CAMPUS INSTRUCTION

Based on certain assumptions:

- Students need to learn skills in the environment in which they will ultimately participate.
- Because generalization of skills across settings is difficult for students with disabilities, community training becomes critical.
- Community-based instruction will prepare the nondisabled population for interactions with those who have a disability.

Meyer, L., Peck, C., & Brown, L. (1991). *Critical issues in the lives of people with severe disabilities.* Baltimore: Brookes Publishing

Natural Cues

- Information found in the natural environment that directs the learner to perform the skill and specific times at which to perform it.
- As part of the instructional plan, the trainer shows the student certain aspects to attend to so the learner will know when or how to perform the skill.

Fading Assistance

1. Skill Acquisition
   - Initial training will require considerable trainer intervention with prompts and cues.
   - As the student becomes more proficient the trainer needs to teach the student how to solve problems when he or she runs into trouble, rather than always showing the student the answer.

1. Skill Generalization
   - The trainer should gradually back away as the student performs the task and not intervene until absolutely necessary.
   - Through being shown how to seek assistance and problem solve situations, the student will be able to perform in a variety of environments.
   - Any assistance given should call as little attention as possible to the student. As the trainer fades out assistance, adaptations and natural cues should be developed

Integration

When planning integration activities, consider the following principles.

Integration Is Not...

- ☹ Dumping students with disabilities into regular programs without preparation or support.
- ☹ Grouping students with wide range of disabilities and needs in the same program.
- ☹ Ignoring children's' individual needs.
- ☹ Exposing children to unnecessary hazards or risks.
- ☹ Placing unreasonable demands on teachers and administrators.
- ☹ Ignoring parents' concerns.
- ☹ Placing older students with disabilities at schools for younger children or other age-inappropriate settings.
- ☹ Maintaining separate schedules for students in special education and regular education.

Integration Is...

- ☺ Including students with disabilities, regardless of the nature or severity, in activities of a general education classroom as well as in the surrounding community and supporting them in these environments.
- ☺ Maintaining the participation of all students in the educational programs and social life of regular schools.
- ☺ Supporting regular education teachers and administrators.
- ☺ Having students with disabilities follow the same schedules as nondisabled students.
- ☺ Taking parents' concerns seriously.

THE IDEA OF SEGREGATING ANY OTHER GROUP WOULD NOT WITHSTAND A LEGAL CHALLENGE.

Derrick Duffresne

Sample Scenarios

The following sample scenarios are examples for teachers to use when making a functional application of the Show-Me Standards to a student's program.

Sample Scenario #1

A first grade class is involved in a thematic unit related to Autumn. Class members trace around their hands on colored construction paper, cut them out, and place them on at trunk and branches the class has made using paper-mache. Each student places apples on the tree. Class members then share snack foods such as applesauce or apple juice.

Levels of Participation:

Tolerance/Cooperation: The teacher presents the student with choices such as color of construction paper and choice of snack item, but the student makes no observable response. The trainer models choice-making. The student tolerates participation as the trainer provides full physical prompts to assist the student in making choices using student's communication mode.

Participation: The student is given a bowl of applesauce at snack time, but is not given a spoon. The student gains the trainer's attention, and uses gestures to request a spoon.

Initiation: the student uses a communication system to request colored paper and scissors. The student requests help if needed, and informs the teacher when the task is completed. Verbal prompts are given to help clarify meaning as needed.

Independence: The student discusses other activities related to autumn (raking leaves, playing football, etc.) and indicates whether or not they would like to participate in these activities.

Sample Scenario #2

A small group of students has been assigned to use the Internet to make plans for travel from St. Louis to Disney World in Orlando, Florida.

Levels of Participation:

Toleration/Cooperation: The special education teacher or a peer-tutor uses hand-over-hand to point and click the mouse to activate the computer and to assist the student in participating in the project.

Participation: The student orients toward the monitor with verbal/gestural prompts and attends to the computer monitor during the activity. The student identifies an airplane by selecting it from a group of pictures of transportation options.

Initiation: The student identifies pictures of all possible transportation modes to reach Disneyland—car, bus, train, and airplane. The student follows picture instructions to log on to the computer and to access the Internet. The student demonstrates knowledge of basic Internet icons by pointing to stop signs, arrows, etc. The student uses graphics from a word-processing program to help illustrate the group's report, with verbal prompts.

Independence: the student recognizes the words *airplane, ticket, Disney World, St. Louis, Orlando,* and *Florida.* The student reads and writes simple stories and articles related to the unit.

Sample Scenario #3

Students in a first grade class are participating in safety awareness unit. The theme is fire prevention-safety. Students have read a story about fire prevention and will visit the local fire station.

Levels of Participation:

Toleration/Cooperation: The student tolerates a disruption in the routine schedule, and is able to accompany the class on the trip to the local fire station. The student attends to the demonstration of firefighters putting out a mock fire.

Participation: A firefighter explains and models "stop, drop, and roll" during a fire. The student practices "stop, drop, and roll" with verbal and gestural prompts.

Initiation: Students are given pictures showing safe and unsafe situations related to fire. With verbal prompting, the student stamps, the "prohibit" symbol (red circle with line through it) over each picture that shows an unsafe situation.

Independence: The firefighter continues the presentation by leading students in a discussion about basic safety precautions such as not playing with matches, kitchen safety, etc. Students are shown pictures of potentially dangerous situations, such as handles of pots and pans facing outwards on stovetop where they an be bumped. The student identifies what is wrong in the picture, and tells how to correct the problem.

Sample Scenario #5

A student with multiple disabilities, including a hearing impairment, attends an elementary level deaf education classroom with non-disabled deaf peers. The class is involved in a social skills development program.

Levels of Participation:

Toleration/Cooperation: The teacher uses pictures and American Sign Language to tell a story related to self-esteem. The student signs answers to yes/no questions regarding the story with physical prompting from a para-educator.

Participation: The teacher presents a dilemma related to the story. Class members discuss possible solutions to the dilemma. The teacher shows two pictures to the class. With visual/gestural prompts, the student points to the picture that illustrates a positive solution to the dilemma.

Initiation: The teacher reviews the story, and leads the class in a discussion of the emotions characters might be experiencing at different points in the story. The student selects an appropriate "face card" showing each emotion, with occasional verbal prompts.

Independence: The student chooses a part to play, and participates in reenacting the story.

Sample Scenario #6

A high school Civics class visits local government agencies and gather information about various careers in government. To conclude the activity students have the choice of presenting findings in report form, or simulating government activities through role-playing.

Levels of Participation:

Toleration/Cooperation: The student tolerates the bus trip and contract with other students, disruption of routine, and experiencing an unfamiliar setting. A personal assistant attends the activity with the student to assist with mobility, self-care, et. The assistant uses hand-ver-hand to guide the student in arranging photographs of various government workers doing their jobs. The photographs are used in a group report on the field trip.

Participation: The student attends the activity and photographs important events such as leaving the bus, entering the building, various workers at their jobs, returning to school, etc. The student arranges these pictures to show what happened on the trip with verbal or gestural prompts.

Initiation/Independence: The student attends the field trip, chooses a peer group to work with, and role-plays the jobs of government workers with peer support.

Sample Scenario #7

High school students are scheduled for a daily break in the student lounge. Several non-disabled students from study hall volunteer to join the group for break time to model and encourage social interactions.

Levels of Participation:

Toleration/Cooperation: Two students are greeted by several peers. Greetings include tapping the student's shoulder and attempting to make eye contact. One student does not respond. The other student makes brief eye contact or some other physical response, which indicates awareness of the greetings. A trainer models appropriate responses to each greeting.

Participation: A student is greeted and returns greetings with several peers. Two peers model this and include the student in brief social conversation or activity.

Initiation: A student initiates conversation with other peers. The peers model topic maintenance, etc.

Independence: A new peer is invited to join the group for break time. The student recognizes the person as new and makes the appropriate introductions.

Sample Scenario #8

A fourth grade science class is going to the school's outdoor classroom to observe local organisms in their natural habitats.

Level of Participation:

Toleration/Cooperation: The student tolerates or cooperates with using a wheelchair to move from the school building to the outdoor area with assistance. Once there, the student tolerates or cooperates with repositioning his or her head and upper body in order to observe organisms on the ground, in bushes, and high in the trees; in various positions to the front, left, or right of the student.

Participation: With demonstration and gestural prompts, the student participates in navigating the gravel path to the outdoor classroom using a wheelchair. With demonstration and verbal/gestural prompts, the student repositions his or her head and upper body in order to observe organisms pointed out by the teacher.

Initiation: The student exits the school building and moves toward the outdoor area without assistance, using a wheelchair. Verbal prompts are needed to help the student navigate a section of uneven terrain safely.

Independence: The student moves from the classroom to the outdoor area and uses upper body to participate in observation activities independently.

Sample Scenario #9

An elementary aged student with a disability join a general education classroom for opening activities, which includes plant and pet care.

Levels of Participation:

Toleration/Cooperation: Paired with a peer, the student assists with the classroom plants and goldfish. Paraprofessionals provide hand-over-hand assistance to complete feeding and watering activities. The peer and paraprofessionals point out any changes in plants (i.e., buds/blooms, yellow/brown leaves, etc.).

Participation: Paired with a peer, the student assists with care of the classroom plants and goldfish. The student assists with feeding and watering tasks with demonstrations and reminders from a peer and/or paraprofessional. The student indicates changes in the plant (i.e., a new bloom, brown leaves) when asked by a peer or paraprofessional.

Initiation: Using a picture schedule, the student completes the class job of watering the plants and feeding the goldfish with verbal prompts from a paraprofessional. The student indicates changes in the plant (i.e., any blooms or brown leaves).

Independence: After returning to the classroom from breakfast, the student completes the class job of feeding the fish and watering the plants using a picture checklist. The student notes brown leaves on a plant and removes them himself or with the assistance of peer/paraprofessional.

Sample Scenario #10

A second grade class is involved in Earth Day Activities. Groups of students will plant starter plants in a school flower garden.

Levels of Participation:

Toleration/Cooperation: Students will be given five plants per group. The student will sign "more" with hand-over-hand assistance from his partner/aide to indicate he needs more plants, until the group has their five plants.

Participation: The student counts the number of plants as they are given to each group with model/demonstration from a peer.

Initiation: The student and peer plant one orange flower, two blue flowers, and two red flowers, in a designated area of the flower bed, counting all plants to make sure they have planted five plants.

Independence: The student will get five plants of three different colors and take them to the designated area of the flower garden. The peer and the student will plant each flower by measuring spaces two hands apart. Each group will go to a large graph in the class and color in squares representing flowers they have planted (i.e., a group has two orange flowers, one red flower, and two blue flowers so they would go to the orange column and color two squares, then to the red column and color one square, etc.). When the graph is completed, students will count the number of squares/flowers in each column. Then they will discuss which group has more/less, etc.

Sample Scenario #11

An elementary aged student in a special education classroom is involved in a unit with a circus theme. Class members are making animal cookies.

Levels of Participation:

Toleration/Cooperation: The student is given instructions to stir ingredients. A trainer uses hand-over-hand prompting to train the student to operate a switch to turn on the mixer. After a demonstration of how to use cookie cutters, the student is given a choice of an animal cookie cutter or an absurd object, such as an eraser, to use to cut out the cookie. The trainer uses physical prompts to assist the student in making the correct selection.

Participation: The student is asked a series of yes/no questions such as, "Do you want to taste?" or "Do you want a turn?" The student is also given one-step instructions such as add the flour, add the water, cut out the cookie, etc. The student is shown a variety of cookie cutters and is asked to choose which to use, or shown two ingredients and asked to choose which they want to add. The student responds to these questions and directions if given verbal/gestural prompts or demonstration.

Initiation: The student is asked "wh' questions such as, "Where will we make the cookies?" and "Who will make the cookies?" The student responds to these questions correctly with occasional verbal prompts.

Independence: The student is asked, "Why did we put it in the oven?" Student responds appropriately. Student follows 2-3 step instructions such as, measure one cup of flour, pour in the bowl, and stir it.

Sample Scenario #12

A middle school student is member of the cooperative learning group which is using the computer lab to complete a project.

Levels of Participation:

Toleration/Cooperation: The student will allow a peer to assist him/her to guide the mouse to the printer icon and click. A peer and /or a paraprofessional indicates whether the printer is printing or not.

Participation: With demonstration, the student scans a peer-generated graph into a computer software program. When asked by peers, the student indicates whether the graph is on the screen.

Initiation: The student will locate an on-screen icon for a program the student is using to complete a project. The student will open the program by using the mouse or adapted equipment to click on the identified icon with verbal cues from peers if needed. The student will indicate to peers when the program is ready. If there is a problem, the student will ask for help.

Independence: The student will copy the finished report on the office copy machine. The student will request assistance from appropriate personnel in the case of a paper jam.

Sample Scenario #13

A high school service club has organized a school recycling program. Club members are assigned to pick up aluminum cans from several collection sites around the school building every day after lunch. A weekly schedule is posted showing the names of club members responsible for collecting the cans each day.

Levels of participation:

Toleration/Participation: A para-educator or peer tutor points out the student's name on the posted list, and uses hand-over-hand to assist the student in recording this information on a personal picture schedule. The student records the information by taping a picture of a soda can, or a picture of the student collecting cans, after the lunch picture on the schedule for that day.

Participation: With verbal/gestural cues, the student identifies his/her name on the posted list, and tapes the correct picture in the correct sequence (following lunch) on the personal schedule.

Initiation: On Monday, the student checks the list, finds his/her name, and records the day and time to be worked on a weekly personal calendar (using words or small computer-generated pictures). The student may require verbal reminders to check the calendar. The student may require verbal reminders to check the calendar daily in order to perform the collection at the correct day and time.

Independence: The student checks the posted schedule, and performs the collection duties on the correct day and time without prompts.

Sample Scenario #14

A class has been involved in a cooking unit. The class has been discussing and has received a model/demonstration of how to make an apple pie. The students are placed in a small groups making sure they are grouped according to their strengths and weaknesses. An off-campus trip to the local grocery store has been planned. Each group has been given a written/pictorial list of needed items to make an apple pie. The groups purchase the needed items and return to school to make the pies.

Levels of Participation:

Toleration/Cooperation: At the grocery store, a student will be show an apple of particular size and color, and with hand-over-hand assistance the student will choose apples of the same size and shape and place them in a bag.

Participation: A student will be reminded of how many pounds of apples are needed. The student will place apples in a bag and place them on a scale, taking out and adding apples as needed with peer/assistant to reach and determine the appropriate weight of the apples.

Initiation: The student shops and follows the recipe with occasional verbal prompts.

Independence: The student cuts the pie into equal parts to serve to all group members.

Sample Scenario #15

A student with a disability is participating in a consumer economics class. Class members have decided to hold a fundraiser so they can plan a trip to the local amusement park. Students are selling candy bars to pay for the cost of admission to the park.

Levels of Participation:

Toleration/Cooperation: The student practices making change from a dollar for the cost of a candy bar with hand-over-hand assistance.

Participation: With verbal and gestural prompts, the student maintains a tally of the candy bars sold and the money he/she has earned.

Initiation: The student uses a tally sheet, with verbal prompts as needed, to determine how many more candy bars need to be sold before achieving the necessary amount to cover the cost of the admission ticket.

Independence: Having sold enough candy bars to cover the cost of an admission ticket, the student independently pays for the ticket. The student then plans a budget for souvenirs, meals, etc.

Sample Scenario #16

A middle-school PE class is divided into teams for a basketball tournament. The student would be assigned to the officiating table to assist with score keeping.

Levels of participation:

Toleration/Cooperation: The student sits at the officiating table. The student responds to peer greetings with a paraprofessional providing hand-over-hand assistance to activate the Communication Service to make the response. The student will display appropriate behaviors during the activity with intervention being provided by the paraprofessional based on the student's behavior support plan. The student will refrain from invading the space of peers and/or grabbing their materials. Blocking is used if this behavior occurs.

Participation: The student wits at the officiating table during an intramural basketball game with a peer/helper. The student changes the score during the game with gestural cues from peer helpers. Throughout the game, the student attends to peer interactions and responds to direct questions using a picture communication board. Appropriate behavior and interactions are rewarded by the paraprofessional according to the student's behavior support plan.

Initiation: The student sits at the officiating table during an intramural basketball game with a peer who has volunteered to work with the student. The student changes the score during the game with verbal cues from the peer. The student uses a systematic communication system to initiate interaction with peers about the basketball game and responds to questions from peers. The student displays appropriate behavior and interactions with verbal cues from a paraprofessional.

Independence: The student goes from his or her classroom to the gymnasium independently and positions him/herself at the officiating table. The student appropriately greets peers and engages in social conversation. The student remains in his/her workstation and performs his/her responsibilities as a trained behavior in an age-appropriate manner that does not draw negative attention. The student demonstrates respect for the rights and property of peers by keeping his/her hands to him/herself without reminders. The student responds positively when given constructive criticism by peers or adults.

Sample Scenario #17

A home-like environment is set up in a high-school special education classroom. There are kitchen and bathroom facilities where daily living skills can be practiced privately.

Levels of Participation:

Toleration/Cooperation: Tolerates hand-over-hand prompting, or cooperates with physical prompts to complete self-care skills.

Participation: Performs most self-care skills with gestural/verbal prompts.

Initiation: Begins and continues self-care skills independently, but needs verbal prompts to complete some skills.

Independence: Performs all self-care skills independently, but may need occasional reminders, or review to maintain skills.

Sample Scenario #18

The teacher in a middle-school health class has planned special activities to focus on three unhealthy substances: cigarettes, alcohol, and drugs.

Levels of Participation:

Toleration/Cooperation: With hand-over-hand assistance, the student operates a model that provides a demonstration of lungs turning black from smoke inhalation.

Participation: The student watches the demonstration described above. With verbal/gestural prompts, the student practices saying "no" when offered a cigarette.

Initiation: Students in the class write and perform a skit showing how to resist peer pressure to use drugs. With verbal prompts, the student plays a part in the skit by walking away from a group of friends who are using drugs and joining a group of friends who are going bowling.

Independence: Students visit the driver education class at high school where they have an opportunity to simulate steering a motor vehicle after several drinks. Students then participate in a class discussion about whether they would like to ride in a car with a driver who has been drinking.

Sample Scenario #19

Students in a first grade class are participating in a safety awareness unit. The theme is fire prevention/safety. Students have read a story about fire prevention and will visit the local fire station.

Levels of Participation:

Toleration/Cooperation: The student tolerates a disruption in the routine schedule, and is able to accompany the class on the trip to the fire station. The student attends to the demonstration of fire fighters putting out a mock fire.

Participation: A firefighter explains and models "stop, drop, and roll" during a fire. The student practices "stop, drop, and roll" with verbal and gestural prompts.

Initiation: Students are given pictures showing safe and unsafe situations related to fire. With verbal prompting, the student stamps the "prohibit" symbol (red circle with line through it) over each picture that shows an unsafe situation.

Independence: The firefighter continues the presentation by leading students in a discussion about basic safety precautions such as not playing with matches, kitchen safety, etc. Students are shown pictures of potentially dangerous situations, such as handles of pots and pans facing outward on stovetop where they can be bumped. The student identifies what is wrong in the picture, and tells how to correct the problem.

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